Scott M. Leaman Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Scott M. Leaman Elementary School
Street	1200 Brentford Cirlce
City, State, Zip	Lincoln, Ca, 95648
Phone Number	916 409-2401
Principal	Jack Gout
Email Address	jgout@wpusd.org
School Website	http://smles.wpusd.org/
County-District-School (CDS) Code	31-66951-0139709

2021-22 District Contact Information

District Name	Western Placer Unified School District
Phone Number	(916) 645-6350
Superintendent	Kerry Callahan
Email Address	kcallahan@wpusd.org
District Website Address	http://www.wpusd.org/

2021-22 School Overview

Scott M. Leaman Elementary school is a new school in Lincoln California. The school serves approximately 500 students that range in age from TK - 5th grade. The mission of Scott M. Leaman Elementary school is, to integrate STEAM Education by empowering students to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. Lemurs are the learners, innovators, and leaders of the 21st century. This is in connection with the vision statement of Leaman Elementary school. Our students will develop skills needed to become critical thinkers, problem solvers, and responsible citizens in the 21st century through the experience of learning by doing.

All students at all levels will be supported in this learning process. To support all learners Leaman will use a MTSS system of supports for both academic and behaviors. For academics we will use Project Lead The Way (PLTW) as our supplemental curriculum. All teachers at all grade levels have been trained in this program and it is aligned with Next Generation Science Standards (NGSS). Students will work at their own academic level through iReady learning. For behavior supports the school will use a Positive Behavior Intervention System (PBIS) based system.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	78
Grade 2	83
Grade 3	87
Grade 4	69
Grade 5	61
Total Enrollment	483

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	0.2
Asian	3.3
Black or African American	2.1
Filipino	3.3
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7
White	64.6
English Learners	4.3
Socioeconomically Disadvantaged	15.1
Students with Disabilities	11.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A
Intern Credential Holders Properly Assigned	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A
Unknown	N/A
Total Teaching Positions	N/A

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	N/A
Misassignments	N/A
Vacant Positions	N/A
Total Teachers Without Credentials and Misassignments	N/A

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	N/A
Local Assignment Options	N/A
Total Out-of-Field Teachers	N/A

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	N/A

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In being a STEAM elementary, supplemental funds go to support this type of learning. All teachers have been trained by PLTW to teach the Launch curriculum. TK supplemental science includes spatial sense and coding, healthy habits, and floating/sinking. First supplemental light and sound, animal adaptations, and animated storytelling. Second supplemental includes properties of matter and the changing earth. Third supplemental includes forces and interactions, programming patterns, and structure/function of the human body. Fourth supplemental includes collisions, input/output of the human brain, and animals/algorithms. 5th includes infection detection and vex robotics.

Year and month in which the data were collected	September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K- 3 Benchmark Education Company Benchmark Advance (Adopted 2017) 4-5 WPUSD English Language Arts Curriculum Maps and Anchor Charts Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)	Yes	0
Mathematics	TK McGraw Hill Math (Adopted 2014) K-5 Pearson Envisions (Adopted 2014) TK - 5 Ready Math provided as a supplement for all grades	Yes	0
Science	K-5 Delta Science/FOSS (Adopted 2007) TK - 5 PLTW Pathways as a supplemental	Yes	0
History-Social Science	K-5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) Supplemental Scholastic and Time for Kids	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.

School Facility Conditions and Planned Improvements

			The HVAC System is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	X		Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical	X		There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	X		The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g. there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stores properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	X		C-9: Water leaking in under entry door MPR Kitchen: Kitchen hall roof leak evident. There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is not visible evidence of severe cracks, dry

School Facility Conditions and Planned Improvements

			rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and ages are functioning and do not pose a security risk.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	211	98.14	1.86	56.87
Female	116	116	100	0	60.34
Male	99	95	95.96	4.04	52.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100	0	57.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100	0	35
White	147	143	97.28	2.72	60.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	24	92.31	7.69	29.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	16.67

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	211	98.14	1.86	54.98
Female	116	116	100.00	0.00	57.76
Male	99	95	95.96	4.04	51.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	40.00
White	147	143	97.28	2.72	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	24	92.31	7.69	29.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	30.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	27	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	46	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Having parents connected to school is extremely important for student success. Leaman elementary welcomes parents on campus (minus regulations due to Covid). Parents can volunteer on campus if they have current clearance with the district (live scan) and a current tuberculosis test. Currently volunteers can help teachers in the classrooms under the supervision of the teacher.

Leaman elementary has a PTO that is looking to supporting school by engaging families and providing financial support for the school. Parents and families are welcome to on-campus and online PTO meetings to gather input. Along with this, families are able to give guidance for the school through the school site council and other committees as needed to support the direction of the campus. Leaman Elementary is also a welcoming place for families and the school reaches out through parent/family engagement nights and other activities. Along with this, when possible the school we open up for picnic days and other events to continue to build a new school community.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	500	91	18.2
Female	266	258	47	18.2
Male	245	242	44	18.2
American Indian or Alaska Native	2	2	0	0.0
Asian	17	17	1	5.9
Black or African American	10	10	3	30.0
Filipino	17	17	1	5.9
Hispanic or Latino	89	88	16	18.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	41	39	7	17.9
White	333	325	62	19.1
English Learners	24	24	4	16.7
Foster Youth	2	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	89	85	19	22.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	66	10	15.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions		0.20	2.15	1.03	3.47	0.20
Expulsions		0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions		1.72	2.45
Expulsions		0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.41	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.30	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.45	0.00

2021-22 School Safety Plan

The School Safety Plan was was reviewed by our school site council 11/12/21. Leaman Elementary school also follows the district school safety plan which uses the standard response protocol. The standard response protocol is a plan that simplifies the language used during an emergency. The language being used is lockout, lockdown, evacuate, and shelter. During any emergency these 4 terms with specific language are used to inform and guide students during the emergency. We a safety team, radios for contact, an AERTUS system, the SRP, and an emergency kit for each teacher. Leaman conducts monthly fire drill in addition to four other safety drills (earthquake, lockdown) throughout the year. The school is equipped with safety cameras, gates, and automatically locked, reinforced doors in case of a lockdown emergency. All visitors must check-in with the office, and only cleared parents are allowed to volunteer in classes.

Students are supervised around campus by teachers and campus supervisors prior to school starting, during recess and lunch, and after school at pick-up. Campus supervisors wear brightly colored safety vests for easy identification. They carry radios for communication and check-in with the office during the supervision times. Student expectations and procedures are practiced and followed routinely.

Our school uses PBIS to encourage positive behavior and expectations. Staff models positive school behavior daily and reinforces positive behavior with a positive reward system. Anti-bullying messaging and activities occur throughout the year, restorative practices are used, and assemblies occur to discuss and establish expectations, norms, and a safe climate at school.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	20	1	3	
2	28		3	
3	22	1	3	
4	23	1		1
5	31		2	
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		$79,405
Percent Difference - School Site and District	N/A	N/A		
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A		

2020-21 Types of Services Funded

LCFF funds were approved by the school site council to be allocated in several ways to address both student academic progress and school climate and engagement. As a STEAM based school, Project Lead The Way curriculum and training is funded, as well as STEAM training/PD for staff. The school has also dedicated funds for technology, including PLTW, iReady, and other supplemental tech supports. We also have funding for student enrichment programs/clubs, after-school tutoring, art supplies, and PE equipment. The school supports students with MTSS team and SST coordinator, supports PBIS and positive rewards systems, and assemblies for engagement, climate, and positive messaging.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$38,082	$51,029
Mid-Range Teacher Salary	$71,358	$78,583
Highest Teacher Salary	$96,599	$99,506
Average Principal Salary (Elementary)	$112,897	$124,576
Average Principal Salary (Middle)	$121,814	$131,395
Average Principal Salary (High)	$121,641	$144,697
Superintendent Salary	$199,352	$240,194
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Scott Leaman Elementary School is a STEAM focused school. To help develop this all teachers have been trained in STEAM teaching through Project Lead The Way. This was a full 3 day training that taught teachers what is means to be a STEAM school and how to use the PLTW curriculum. This training is in connection with project based learning for all students. This was both an in-person and virtual training that took place over the summer. Along with this teachers were offered many online trainings for project based and technology based learning.

Teachers had an additional two-day STEAM training in August 2021 with a one-day training occurring in January 2022. This PD includes ways to engage students in hands-on science based inquiry and utilizing all core subject areas in hands-on experiences. Teachers work through PLC and administrative feedback to improve in using this type of teaching. Teachers have also worked with district instructional coaches (TOSA) on data analysis and data cycles, particularly in Math, and using TESS model support for teacher inquiry cycles to improve student performance. Teachers are being trained in eduCLIMBER and PBIS to create a culture that supports all students through positive relationships. The school is also planning Social Emotional Learning PDs to take place throughout the year to develop more awareness of students' mental/emotional wellness.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	85	65

Western Placer Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Western Placer Unified School District
Phone Number	(916) 645-6350
Superintendent	Kerry Callahan
Email Address	kcallahan@wpusd.org
District Website Address	http://www.wpusd.org/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3815	3574	93.68	6.32	56.49
Female	1867	1756	94.05	5.95	62.70
Male	1948	1818	93.33	6.67	50.50
American Indian or Alaska Native	31	28	90.32	9.68	78.57
Asian	123	118	95.93	4.07	64.41
Black or African American	69	60	86.96	13.04	50.00
Filipino	94	89	94.68	5.32	71.91
Hispanic or Latino	1117	1059	94.81	5.19	43.72
Native Hawaiian or Pacific Islander	19	17	89.47	10.53	76.47
Two or More Races	188	170	90.43	9.57	54.12
White	2174	2033	93.51	6.49	61.94
English Learners	301	287	95.35	4.65	14.29
Foster Youth	17	15	88.24	11.76	33.33
Homeless	40	38	95.00	5.00	26.32
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1105	1026	92.85	7.15	38.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	514	455	88.52	11.48	21.15

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3815	3581	93.87	6.13	38.60
Female	1867	1752	93.84	6.16	38.41
Male	1948	1829	93.89	6.11	38.79
American Indian or Alaska Native	31	27	87.10	12.90	59.26
Asian	123	117	95.12	4.88	52.99
Black or African American	69	58	84.06	15.94	36.21
Filipino	94	89	94.68	5.32	51.69
Hispanic or Latino	1117	1061	94.99	5.01	25.28
Native Hawaiian or Pacific Islander	19	17	89.47	10.53	41.18
Two or More Races	188	172	91.49	8.51	37.21
White	2174	2040	93.84		44.02
English Learners	301	291	96.68	3.32	9.66
Foster Youth	17	15	88.24	11.76	6.67
Homeless	40	40	100.00	0.00	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1105	1033	93.48	6.52	23.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	514	455	88.52	11.48	13.41

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.